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ABSTRACT

Intended for vocational educators--new teachers, teachers returning to the profession, experienced classroom teachers, and cooperative work experience coordinators--this handbook is designed to show what the student can gain from the experience of membership in vocational youth organizations and give guidance to the teacher/advisor in chapter development and management. Six major sections are included: (1) Planning Chapter Activities to Be an Integral Part of the Curriculum (covers various information on organizing a student chapter, including the names and purposes of six national vocational student organizations and contacts for additional information about specific vocational youth organizations), (2) Being an Effective Advisor (includes information/guidelines on chapter classroom activities), (3) Promoting Membership, (4) Raising Funds for Chapter Activities, (5) Working with Public Relations, and (6) Using Community Resources Effectively. Fourteen charts are also included. (HD)

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ED136058

ILLINOIS VOCATIONAL YOUTH ORGANIZATIONS

LOCAL ADVISOR'S HANDBOOK

FHA-HERO
DECA
VICA
OEA
FBLA
FFA

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ILLINOIS COORDINATING COUNCIL FOR VOCATIONAL YOUTH ORGANIZATIONS

CE 010 311

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PREFACE

The Illinois Coordinating Council for Vocational Youth Organizations (ICCVYO) was organized in April, 1975, for the purposes of promoting and expanding vocational youth organizations as an integral part of the total educational curriculum. In August, 1975, the Council was officially recognized by the Illinois Office of Education, Department of Adult, Vocational and Technical Education (DAVTE).

Council activities have included providing support for youth organizations on the state level and developing practical materials for use at the local level. A contract with the Department of Adult, Vocational, and Technical Education was written and approved to 1) develop this handbook of leadership materials for the continuing and beginning advisors of all Illinois vocational youth organizations and 2) organize a leadership training workshop on "Using Vocational Youth Organizations As An Instructional Aid" for selected representatives of all vocational youth organizations.

The Council membership consists of adult representatives from each of the six vocational youth organizations in Illinois (DECA, FBLA-PBL, FFA, FHA-HERO, IOEA, and VICA). In addition, the six state youth organization advisors from the DAVTE are ex officio nonvoting members. Council members include:

Council Chairperson and Project Director
Rick Zimmerman
Associate Executive Secretary
Illinois Association FFA
309/923-7413

Secretary and Assistant Project Director
Harriett Lindstrom
State Sponsor
Illinois FHA-HERO
312/852-0600

Wilma Bricker
State Chairperson
Illinois FBLA-PBL
618/463-2116 or 466-2059

Gene Karas
Representative
Illinois Association VICA
312/469-VICA

Robert Paulsen
Representative
Illinois Association DECA
312/354-4220

Robert J. Richards, Jr.
Executive Director
Illinois Office Education Association
312/852-0600

DAVTE Consultants

Louise Dailey
Director, Occupational Consultant Unit

Catherine A. Carter
State FHA-HERO Advisor

G. Donavon Coil
State FFA Advisor

Gerry Gaedtka
State FBLA-PBL Advisor

Lauren B. Housel
State DECA Advisor

Linda Lafferty
State IOEA Advisor

Ron Miller
State VICA Advisor

Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
217/782-4877

This handbook was developed by the Council under the direction of Harriett Lindstrom, assistant project director. The following teacher/advisors provided additional input at a leadership training workshop.

Distributive Education Clubs of America

Jerry Cherichetti	Rockford West	Rockford
Leona Digby	Harlan High School	Chicago
Edward French	Crystal Lake High School	Crystal Lake
Robert Krauss	Alton High School	Alton
Vince McGirr	Joliet West	Joliet

Future Business Leaders of America

Tom Davenport	Illini Bluffs High School	Glasford
Willie Freeman, Jr.	Richards High School	Chicago
Pauline Langer	Carrollton High School	Carrollton
Ron Larner	Liberty High School	Liberty
Wm. E. Merzlicker	Waukegan East High School	Waukegan
Virginia McAfee	Decatur Vocational Center	Decatur
Darlene Shannon	Steeleville High School	Steeleville
Cleta Whitacre	Marion High School	Marion

Future Farmers of America

Phil Brown	Harvard High School	Harvard
Keith Clement	Alwood High School	Woodhull
Al Dietz	Malta High School	Malta
Michael W. Donnan	Ashland High School	Ashland
Mike Duffy	Streator Twp. High School	Streator
Richard Dunn	Newark High School	Newark
Larry L. Fischer	East Pike High School	Milton
Joe B. Hall	Putnam Co. High School	Granville
Tom Hammer	Erie High School	Erie
Larry Kraft	Columbia High School	Columbia
Gerald Mayberry	Carlinville High School	Carlinville
Allen Merriman	Galena High School	Galena
Ted Mottaz	Rova High School	Oneida
Don Prather	Clinton High School	Clinton
Wm. Allen Ritter	North Clay High School	Louisville
Walt Swearingen	Gibson City High School	Gibson City
Mike Wachter	Easton High School	Easton
Miles Young	Colchester High School	Colchester

Future Homemakers of America — Home Economics Related Occupations

Judi Breen	Proviso East High School	Maywood
Carol Carter	Sycamore High school	Sycamore
Beth Fleshman	Athens High School	Athens
Margaret Fosse	Wauconda High School	Wauconda
Wilma Gehrke	Mazon High School	Mazon
Norma Gill	FHA-HERO Executive Secretary	Bloomington
Marilyn Jenkins	Stagg High School	Palos Hills
Geraldine Marrs	Homer High School	Homer
Faye Mize	Dongola High School	Dongola
Amy Paschedag	Civic Memorial High School	Bethalto
June Patchett	Shiloh High School	Hume
Mary Pearson	Southern High School	Stronghurst
Ruth Quisenberry	Heyworth High School	Heyworth
Jean Sachs	Chicago Board of Education	Chicago
Bonnie Wachter	Mt. Pulaski High School	Mt. Pulaski
Janis Walter	Rushville High School	Rushville
Judy Wilkinson	Waterloo High School	Waterloo

Illinois Office Education Association

Jack L. Adams	Chicago Board of Education	Chicago
Mary Jane Burke	Bogan High School	Chicago
Ronald W. Ciastko	Thornton Fractional High School	Calumet City
Mary Dziekan	Curie High School	Chicago
Kathy Gary	Libertyville High School	Libertyville
Edward Mitchell	Moline High School	Moline
Dan Moats	Dixon High School	Dixon
Ronald Ring	Chicago Vocational High School	Chicago
Abraham Smith	Hirsch High School	Chicago
David L. Thompson	Northern Illinois University	De Kalb

Phi Beta Lambda

Eldridge Freeman	Chicago State University	Chicago
Patricia Jones	Kennedy-King College	Chicago
James E. Moore	Kennedy-King College	Chicago
Connie Smudrick	Kaskaskia College	Centralia
Dr. Ronald Vaughn	Western Illinois University	Macomb

Vocational Industrial Clubs of America

A. Dale Adams	Glenbard West High School	Glen Ellyn
Dick Ballance	Beardstown High School	Beardstown
Don Bauc	Thornridge High School	Dolton
Mario Capecci	Glenbard East High School	Lombard
Lou DeRango	Auburn High School	Rockford
John Griffith	Wheeling High School	Wheeling
Wayne P. Johnson	Pekin Area Vocational Center	Pekin
Barb Moffat		Chicago Heights
John A. Moffat	Bloom Twp. High School	Chicago Heights
Dean Oehler	E. Alton-Wood River High School	Wood River
Thomas L. Oestriecher	Sycamore High School	Sycamore
Ted Price	Eisenhower High School	Blue Island
Lynn P. Shumacher	Rich South High School	Richton Park
Ralph B. Thompson	John Marshall High School	Chicago
Donald Wolf	Paxton High School	Paxton

WHAT THIS BOOK IS ALL ABOUT

This handbook is for vocational educators — new teachers, teachers returning to the profession, experienced classroom teachers, and cooperative work experience coordinators. Assuming that chapter activities are to be an integral part of the total curriculum, the purposes of this handbook are to: 1) show what the student can gain from the experience of membership and 2) give guidance to the teacher/advisor in chapter development and management. With the use of this handbook a teacher/advisor should expect to be able to:

1. use more effectively the chapter as a significant teaching tool in the classroom.
2. supervise a process of chapter oriented planning and integration into the total program.
3. recognize the benefits and educational value of a class/chapter.
4. find guidance and support in establishing a chapter.
5. coordinate chapter-oriented units with existing curriculum.
6. identify the common elements and differences of a class and chapter and use this information when planning programs.
7. obtain guidance in managing a chapter along with other teaching responsibilities.
8. reach potential members through a written organized approach.
9. plan for effective student/teacher use of community resources in chapter activities.
10. plan classroom techniques to increase the amount of chapter participation in class.

PLANNING CHAPTER ACTIVITIES TO BE AN INTEGRAL PART OF THE CURRICULUM

1

WHY CONSIDER A VOCATIONAL YOUTH ORGANIZATION?

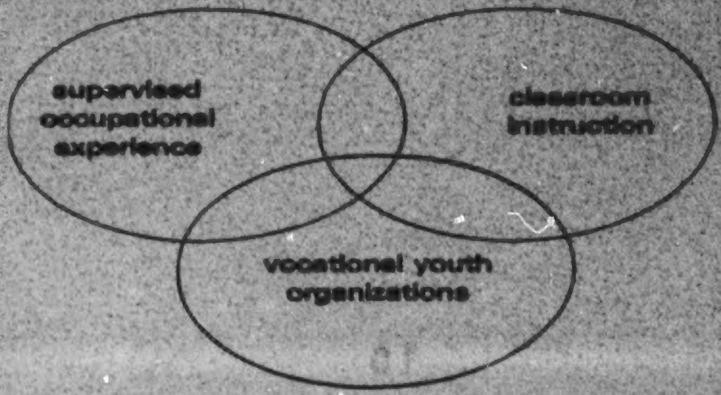
The statement "vocational youth organizations are an integral part of vocational education" is frequently used. What does integral mean? How is a vocational youth organization integrated into the vocational classroom? Why is this important?

Being an integral part means vocational youth organizations are tools of instruction which reinforce through activities what the student learns in the classroom and/or on the job. Integrated chapter activities improve the effectiveness of every vocational program and help students become more employable.

Vocational youth organizations, classroom instruction, and/or supervised occupational experiences are components in the total vocational program and should be directly related to each other. See Chart 1.

CHART 1:

RELATIONSHIP OF CLASSROOM, YOUTH ORGANIZATION, AND SUPERVISED OCCUPATIONAL EXPERIENCE


supervised occupational experience
classroom instruction
vocational youth organizations

Classroom instruction involves the organized presentation and application of knowledge, skills, and attitudes. Supervised occupational experiences require the individual student to apply in an actual work setting, the knowledge, skills, and attitudes acquired through classroom instruction. Vocational youth organization activities are part of classroom instruction and supervised occupational experiences. Integrated chapter activities improve and tie together the existing curriculum.

Vocational youth organizations are not specifically for cooperative work experience students only. The activities of a chapter can be part of the learning experiences planned for any vocational class. Vocational education classes such as welding, foods, typing, and marketing can utilize vocational youth organizations as teaching tools. Also, any student who is interested in vocational education and who meets membership requirements can be a member of a vocational youth organization.

Job skills and procedures are often well defined and structured in the vocational classroom. For example, in individual vocational courses, such skills as curriculum development in child development, creating a seasonal display in marketing, setting up a filing system in office practice, drawing to scale in drafting, tuning a motor in automobile mechanics, and keeping production records in vocational agriculture might be taught. Even though such skills are often taught at all levels in vocational education, those attitudes and values that promote being employable and staying employed are often a neglected part of the structured skill oriented vocational courses. For example, learning experiences dealing with such activities as getting along with co-workers, accepting constructive criticism, or taking orders might not be as easily dealt with or integrated into the vocational skill oriented courses. See Chart 2.

CHART 2:

CHAPTER ACTIVITIES PROVIDE EXPERIENCES THAT LEAD TO EMPLOYABLE SKILLS AND ATTITUDES

1. getting along with co-workers
2. respecting authority
3. accepting criticism
4. respecting the rights and dignity of others
5. meeting deadlines
6. working with supervisors
7. taking directions
8. communicating clearly
9. taking initiative
10. being punctual
11. assuming responsibility
12. ____________________
13. ____________________
14. ____________________

Vocational youth organizations make vocational teaching more effective by providing for invaluable experiences in group dynamics that enables a student to accept himself within the total group situation. Chapter activities can also provide for the development of leadership, development of a dignity for work, promotion of standards of excellence, encouragement of broader educational experiences, and encouragement of cooperative efforts. In addition, vocational youth organizations provide motivation toward the development of technical skills through use of techniques such as contests, recognition events, and awards programs.

Keep in mind that vocational youth organizations should be an integral part of the total vocational program, are supported and encouraged by federal legislation, and are recognized by business and industry. Illinois vocational youth organizations are providing learning and personal devlopment opportunities through programs of activities designed to complement and strengthen vocational instructional programs.

VOCATIONAL YOUTH ORGANIZATIONS AVAILABLE

There is a vocational youth organization structure that can be utilized as a teaching tool within the five areas of vocational instruction in the State of Illinois. For applied biological and agricultural occupations, there is the Future Farmers of America (FFA); for business, marketing and management occupations, there are the Distributive Education Clubs of America (DECA), Illinois Office Education Association (IOEA), and Future Business Leaders of America - Phi Beta Lambda (FBLA - PBL); for health occupations and for industrial oriented occupations there is the Vocational and Industrial Clubs of America (VICA); and for personal and public service occupations there is the Future Homemakers of America - Home Economics Related Occupations (FHA - HERO). Chart 3 shows the identifying emblem of each organization and presents additional information about each group.

CHART 3:

NATIONAL VOCATIONAL STUDENT ORGANIZATIONS

DECA — Distributive Education Clubs of America

- for students who are interested in marketing and distribution occupations
- has a program of instruction which teaches marketing, management and related subjects.

FBLA - PBL — Future Business Leaders of America - Phi Beta Lambda

— for students who are interested in business occupations

— has a program of instruction which develops leadership compentencies through business education courses

FAA — Future Farmers of America

— for students who are interested in agriculture and related occupations

— has a program of instruction which prepares for more efficient production of food and fiber, quality control, horticulture, mechanics, technicians and other careers related to the agricultural industry

Future Homemakers of America: FHA Chapters and HERO Chapters

— for students who are interested in home economics and related occupations

— has a program of instruction for students interested in personal development, human relations, management of resources, and home economics related occupations such as food service and hospitality, child care service, interior design, and clothing sales and services

OEA — Office Education Association

— for students who are interested in office occupations

— has a program of instruction which promotes and stimulates skills and aptitudes for office work

VICA — Vocational Industrial Clubs of America

— for students who are interested in industrial technology, health, and realted careers

— has a program of instruction which includes courses in trades, industrial and health programs

CONTACTS FOR ADDITIONAL INFORMATION ABOUT SPECIFIC VOCATIONAL YOUTH ORGANIZATIONS

Organization	State Contact	National Contact
DECA	Philip Scheel DECI Chairperson 213 Sycamore Drive Naperville, IL 60540 312/355-6836	Harry Applegate, Executive Secretary Distributive Education Clubs of America, Inc. 200 Park Falls Church, Virginia 22046 703/532-7672
FBLA - PBL	Wilma Bricker State Chairperson Future Business Leaders of America Phi Beta Lambda, Inc. Route 1 Godfrey, IL 62035 618/463-2116 or 466-2069	Edward D. Miller, Executive Director Future Business Leaders of America Dulles International Airport P.O. Box 17417 Washington, D.C. 20041 703/860-0223
FFA	Eldon E. Witt FFA Executive Secretary 204 Husseman Street Roanoke, IL 61561 309/923-7413	William Paul Gray, Executive Secretary National FFA Center Box 15160 Alexandria, Virginia 22309 703/360-3600
FHA - HERO	Norma Gill FHA - HERO Executive Secretary Route 3 Bloomington, IL 61701 309/827-6737	Mildred Reel, Executive Director Future Homemakers of America 2010 Massachusetts Ave., N.W. Washington, D.C. 20036 212/833-1925
OEA	Robert J. Richards, Jr. IOEA Executive Director P.O. Box 58 Downers Grove, IL 6051[illegible] 312/852-0600	Charles King, Executive Director Office Education Association 1120 Morse Road Columbus, Ohio 43229 614/888-5776
VICA	Larry Zikmund VICA Executive Director Jo Daviess Carroll AVC Elizabeth, IL 815/858-2203	Larry Johnson, Executive Secretary Vocational Industrial Clubs of America 105 N. Virginia Avenue Falls Church, Virginia 22046 703/533-2090

Send the following card to the appropriate state advisor, page iv, or state executive director, secretary, or chairperson, page 5, for additional affiliation information.

I am interested in being a/an ______________________ advisor.

Please send informational materials as well as the name of an advisor in my area that I could contact for additional information.

Name ______________________________

School Address ______________________________

____

Phone Number ______________________________

Return Address

Stamp

HOW A TEACHER / ADVISOR ORGANIZES A CHAPTER

➔ **Step 1**

Decide which youth organization will fit the needs of the students and school. See pages 3 and 4.

➔ **Step 2**

Promote the vocational youth orgnaizations with the vocational advisory council.

➔ **Step 3**

Gain the interest of key students.

➔ **Step 4**

Become thoroughly familiar with chapter materials. See page 56 for the important publications. Identify what skills, attitudes, and knowledge can better be taught through chapterwork such as assuming responsibility, getting along with others, developing and achieving goals, problem solving, and effective communication.

➔ **Step 5**

Discuss the need for a chapter with the appropriate school officials. Gain their support. The discussion should center on gaining desirable public relations for the school and vocational students, the chapter as a motivational device which will make the atmosphere for learning better and the need for involvement of students in community service projects. See page 16.

➔ **Step 6**

Determine organizational structures that meet needs of school and students. See pages 11 - 16. Later have students be involved in determining final structure to be utilized.

➔ **Step 7**

Contact and ask for help from other successful representatives as well as from other successful local advisors. See pages v, vi and 5.

HOW A CHAPTER IS FORMED THROUGH STUDENT PARTICIPATION

Step 1

Gain interest among key students. Encourage them to become familiar with chapter work and how it operates. Interested students should form a "committee to organize" and elect a chairman to serve until the chapter is underway and a president is elected. Also, take students to visit an established chapter.

Step 2

Put the "Committee to Organize" to work. Their job will be as follows:

1. Become familiar with basic documents and promotional materials of the organization.
2. Order necessary promotional materials to carry out a membership campaign.
3. Write a suggested local club constitution.
4. Plan an organizational meeting of potential members.
5. Plan the conduct of the first elections.

Step 3

Hold an organizational meeting for potential members. The organizational committee should conduct the meeting.

1. Give students an overview of the organization — history, how it operates, structure, purposes, why join, symbols, possible activities, what integral means, essentials of a good chapter.
2. Invite members from established chapter to discuss chapter activities.
3. Discuss "Should we organize?"
4. If the group decides to organize, discuss and develop through a committee a local chapter constitution.
5. Vote on constitution ratification.
6. Close meeting by affirming intention to organize and with a statement of teacher/advisor support.

Step 4

Kick off the membership campaign. Begin to collect dues (set a deadline for dues in terms of the officer elections.) See page 30.

Step 5

Conduct elections.

Step 6

Hold organizational meeting of newly elected officers. First item of business is to petition the state association for a charter. Membership dues should be submitted to the state association. The state association forwards national dues to the national office. Use parliamentary procedure, see page 23.

Step 7

President should appoint certain committees so the chapter can begin to function.

1. Program of Work
2. Finance (budget and fund raising)
3. Public relations
4. Social
5. Community Service
6. Special committees to carry out specific activities related to the program of work or calendar (Christmas Dance, Employer Banquet, etc.)

Step 8

If mini-sections are organized, each section should develop a calendar of work related to their occupational area.

Step 9

Secure the necessary equipment and materials for conducting meetings and carrying out activities.

Step 10

Be sure each chapter member is functioning as a committee chairman or member.

HOW CHAPTERS CAN BE ORGANIZED

Generally, there are single chapters and multi-chapters representing each organization in any one school. A school with only one chapter draws membership from students enrolled in classes in a specific vocational area or from interested students who qualify for membership. Meetings would be conducted outside of school or at special school designated times for chapter meetings. An increasingly popular possibility for organization is the multi-chapter. Multi-chapters in schools are organized in each vocational class of interest area. An example of a multi-chapter would be when all agricultural classes in a school would be separate FFA chapters or each agricultural interest area such as horticulture, animal science, and agricultural mechanics would be FFA chapters.

Multi-chapters are encouraged because chapter activities promote employable skills. Also, chapter activities such as financial, civic/service, professional, and social activities can evolve from and be directly related to subject matter in the classroom. Chart 4 presents some multi-chapter benefits.

CHART 4:

MULTI-CHAPTER ORGANIZATION BENEFITS

1. More students experience leadership and responsibility.
2. Younger members gain experience in leadership.
3. Students with similar interests work together to plan activities.
4. Classes in school can compete and cooperate.
5. Teachers work with smaller groups.
6. Vocational youth organizations become part of the regular class schedules of teachers.
7. More teachers in a school can be involved in vocational youth organizations.
8. ______________________________
9. ______________________________
10. ______________________________

The local advisor must consult the state executive director to determine the qualifications the state and national organization has for charters. See page 5. Then it is the advisor's responsibility, in consultation with school administrators and students, to determine the organizational structure that meets the needs of the school, community, and students. The structure that provides the most leadership potential and growth for students should be the one selected. Chart 5 summarizes the steps in organizing.

CHART 5:

STEPS IN ORGANIZING A CHAPTER

1. Select the best structure for the situation.
   - a. chapter in each class
   - b. chapter in each interest area
   - c. one overall umbrella chapter
   - d. combination of the above
2. Consider the structure with the most leadership potential and growth for members.
3. Consult students and school administration.
4. Obtain a charter(s) from the state and national organizations. Get forms from the state executive director. See page 5.

Many questions arise when selecting an organization structure and there are often no readily available answers. Review the following special considerations before selecting a structure.

1. In order to involve interested students throughout the year (when they are enrolled for only one semester or in mini-courses,) some schools find that umbrella or overall chapters are necessary. The umbrella chapter allows any student to join if membership requirements are met.

2. As the organizational structure becomes more complex, considerable thought has to be given to the division of advisors' responsibilities particularly in a multi-teacher department. It is advisable to have one adult as the coordinator of the vocational youth organizations to promote and to work toward common goals. Time for planning should be structured.

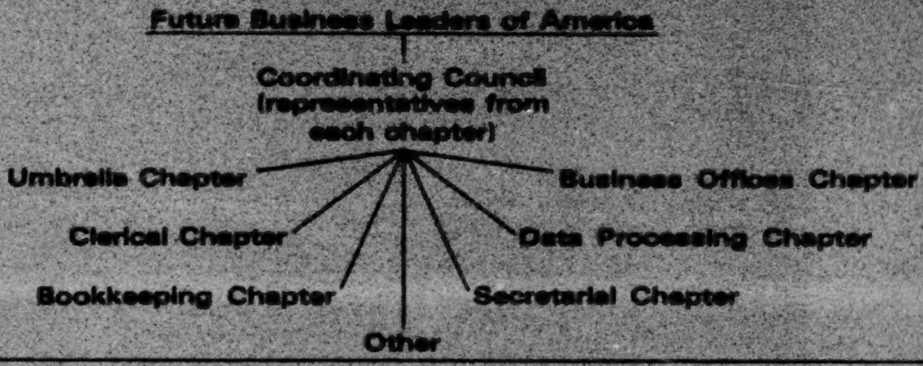
3. Coordinating councils are helpful when more th one chapter is affiliated in one school. An are vocational school may need both an AM and P coordinating council. A coordinating council made up of representatives from every chapter a school. Councils can be for one organizatio such as a VICA Coordinating Council or for a vocational youth organizations with representa tives from each youth organization.

4. A key word for advisors is flexibility. Chapters c meet before school, during class, after school, during the evening. What works best will depen on the situation, but the beauty of an integrate chapter is that many activities occur during th classroom situation.

To clarify further the concept of a multi-chapte Chart 6 represents how a multi-chapter might l with a council that coordinates the activities of th total group. In this example, chapters are set u according to the occupational interest areas.

CHART 6:

MULTI-CHAPTER EXAMPLE #1

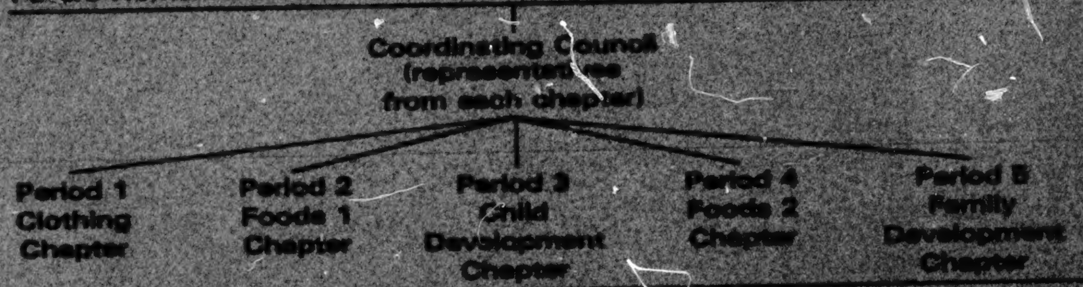


Another way to utilize multi-chapters would be to have chapters in each class during each period of the day. The following chart is an example from FHA - HERO.

CHART 7:

MULTI-CHAPTER EXAMPLE #2

Future Homemakers of America - Home Economics Related Occupations


Coordinating Council
(representatives
from each chapter)
Period 1
Clothing
Chapter
Period 2
Foods 1
Chapter
Period 3
Child
Development
Chapter
Period 4
Foods 2
Chapter
Period 5
Family
Development
Chapter

After chapters are established in each class, meetings should be conducted when needed.

When considering what youth organizations to have students affiliate with, keep in mind that FBLA-PBL, FFA, FHA-HERO, and VICA are similar in that their bases are broad. In other words, chapters are organized for more than the cooperative work experience classes. OEA and DECA are generally organized for the cooperative work experience classes. Although students in marketing and retailing classes may affiliate with DECA. In terms of specific chapters, if the class is an architectural drafting class, students would affiliate with VICA. If the class is a business machines class, students might affiliate with FBLA. If the position is that of a distributive education coordinator, the affiliation would be with DECA. Chart 8 identifies some course titles or vocational areas and specifies what the vocational youth organization affiliation would be.

CHART 8:

SELECTING THE VOCATIONAL YOUTH ORGANIZATION

Examples of Course Titles or Areas	The Vocational Youth Organization Affiliation
Electronics Machine Shop Carpentry Printing Architectural Drafting Automobile Mechanics Cosmetology Commercial Art Dental Assistants Practical Nursing Welding Cooperative Work Experience Inter-related Programs C.W.T. Programs	VICA
Clothing Foods Human Relationships Child Development Housing Interior Design Cooperative Work Experience	FHA - HERO

CHART 8:
SELECTING THE VOCATIONAL YOUTH ORGANIZATION

Examples of Course Titles or Areas	The Vocational Youth Organization Affiliation
Livestock Management	FFA
Agricultural Mechanics	
Agricultural Supplies and Services	
Product Processing	
Conservation and Environment	
Forestry	
Animal Science	
Horticulture	
Crop Production	
Cooperative Work Experience	
General Business	FBLA
Business Offices	
Clerical	
Secretarial	
Accounting	
Data Processing	
Office Procedures	
Distributive Education	DECA
Marketing	
Retailing	
Office Education (Occupations)	OEA

Consider the following additional information about vocational youth organizations before forming a chapter.

1. Some of the organizations emphasize a highly structured program of work within which the student operates. Others emphasize more personal growth within the context of the local chapter through the development of personal goals. Read materials from state and national organizations for additional information. See page 55.

2. Vocational youth organizations vary from those in which students progress from junior high school through alumni groups with loyalty and leadership development carrying over from year to year to one semester chapters with students involved without previous chapter exposure.

3. Chapters may be formed anytime during the year, i.e., spring, fall, or mid-year. Time of organization depends on the school and structure of the courses.

4. Strong vocational youth organizations are built over the years. Advisors and students should be realistic in establishing chapter goals each year.

5. A new advisor should seek help from state advisors, page iv, state executive directors, page 5, and advisors in neighboring schools, pages v and vi.

6. Including chapterwork in the curriculum indicates an interest in student directed growth. If time and effort is spent with chapterwork, a teacher/advisor can see leadership development, personal growth, increased opportunities for cooperation, indepth friendship development, student willingness to serve others, a discipline of knowledge applied to realistic situations, and citizenship development.

7. ______________________________

____

8. ______________________________

____

GUIDE FOR GETTING STARTED

1. Organization to affiliate with:

2. Persons to contact:

3. Possible structure to use:

4. Additional questions to be answered:

5. Additional materials needed:

6. Curriculum changes needed:

7. Consult next with:

Being An Effective Advisor

2

The effective advisor believes in student directed learning, is organized, and is flexible in planning. The effective advisor works to become a respected person in the community, thereby building support for youth organization activities. The effective advisor blends the classroom world with the "working" world, and associates and involves students with business, professional, and community leaders. The effective advisor promotes enthusiasm. For these efforts, the effective advisor receives a lifetime of psychic income.

Chart 9 suggests some chapter/classroom activities from the teacher/advisor viewpoint that would make being an advisor easier.

CHART 9:

CHAPTER/CLASSROOM SUGGESTIONS FOR THE ADVISOR

1. Advise and guide, do not dictate.

2. Positively assume that chapter activities are going to succeed. Know that chapter activities are strong teaching tools. Show enthusiasm.

3. Establish basic groundrules that help students to lead themselves. Hold meetings regularly and conduct meetings in a businesslike manner.

4. Organize activities. Set up chapter files and a library of chapter related materials.

5. Remember that chapter activities are individual and group student activities and **NOT** teacher activities.

6. Use students as class leaders.

7. Develop professional slide presentations about chapterwork in classes.

8. Develop an informational packet to use with the community and other school personnel. Include such things as curriculum outlines, training plans, national headquarter promotions, calendars of work, etc.

9. ____

10. ____

11. ____

NECESSARY GROUNDWORK – SELLING CHAPTERWORK

Selling chapter activities to the department chairman, school administrators and the community is an important first step in the organization of a chapter. You may be told that there can be no CLUBS in the classroom and that few students join CLUBS anymore. Keep in mind that vocational youth organizations are not clubs in the traditional sense. With ingenuity a chapter can work in any situation in spite of rigid rules. Stress that they are integral to the total program and should be considered a very important teaching tool in and out of the classroom. Some suggestions on how to sell chapterwork are included in Chart 10.

CHART 10:

SELLING THE CONCEPT OF CHAPTER ACTIVITIES

1. Discuss ideas. Don't spring the idea of an integrated chapter on people whose support will be needed.
2. Inform people about the state and national organization by handing out and discussing promotional materials.
3. Make starting a vocational youth organization part of the agenda of the vocational advisory council's meeting. Present your proposals to this group. Let the council work with students to plan a program of activities.
4. Survey students on their interests in chapter activities. Compile and distribute results.
5. Check course outlines to see how chapter activities can fit in. Add these activities to lesson plans.
6. Relate the school philosophy to the national youth organization's goals, purposes, and program of activities.
7. Project the number of resource persons that students would contact from the community who would be up-to-date experts in certain areas.
8. Identify the chapter as an important public relations tool.
9. Show how chapter activities are important motivational devices that promote student-directed learning.
10. If necessary, relate the benefits of chapter activities to the relatively low cost per student.
11. Confer regularly with those in charge, i.e., department chairman, officers and school administrators.
12. ______________________________
13. ______________________________
14. ______________________________

CHAPTER ACTIVITIES = CLASSROOM ACTIVITIES

Learning activities can be chapter activities in an integrated situation if the chapter program is comprehensive enough to include all activities. The creative teacher can ultimately relate all activities for the students to the chapter program of activities. When students think of the class as the chapter, whatever the class title is, then chapter activities have become integrated.

For the teacher/advisor new to the idea of chapter activities being integral to the class, first plan in terms of the following four general areas of chapter activities: 1) professional, 2) civic/service, 3) social, and 4) financial. In planning course activities, analyze the units of instruction and student objectives. Then determine meaningful chapter activities that would facilitate reaching the objectives.

As an aid in planning, the following are suggestions for activities that could relate to class/student objectives. The activities are categorized according to the four areas of activity planning mentioned previously.

➔

1. PROFESSIONAL

1. *Organizational*
conduct membership drives
hold formal induction ceremonies
elect officers
organize committees
plan goals, budget, and program of activities
learn parliamentary procedure and use when conducting meetings
complete accurate reports
conduct productive chapter meetings

2. *Occupational Classroom Experiences*
participate in:
mass production experiences
chapter loan program
a small business
competitive activities that promote skill development
educational exhibits
field trips - training stations, labor union halls, other chapters
study to increase knowledge in occupational areas

3) *Leadership and Followership*
appoint all members to committees
plan retreats and/or camp-outs for recreational and self-improvement purposes
organize seminars on leadership training, officer responsibilities, and parliamentary procedures
learn to write and present speeches

4) *Career Information*
plan a career day
plan assemblies
conduct follow-up of former members
organize chapter resource area in library
establish occupational library
visit post-secondary institutions
conduct seminars on public speaking, getting a job, grooming, and personal hygiene

5) *Scholarship*
recognize outstanding student by sending letters, awarding privileges, and sponsoring special events
recognize student who has shown most progress in attitude, improvement, and participation
conduct a tutoring program

6) *Recognition*
plan an appreciation banquet for those who have helped the chapter.
present honorary memberships to recognize outstanding community leaders
present certificates or cards to each student completing course or one year of chapter activities
recognize outstanding students

7) *Public Relations*
See pages 39-47

2. CIVIC/SERVICE

(These activities relate to sharing through money, gifts, and labor and cooperating with and serving the school and community.)

collect food for needy
adopt a grandparent
give gifts for needy children
visit elderly shut-ins
collect toys for "Toys for Tots" program
tutor special needs children
give swimming lessons to underprivileged
participate in meals on wheels project
set up a children's barnyard
repair and paint furniture for day care center
assist other school groups in activities
visit another school or another organization in school to exchange ideas
plant flowers, trees, and shrubs
plan a community farm safety week
build recreational equipment and donate to schools or parks
organize a drug use seminar
plan a "get out the vote" campaign
solicit for such causes as March of Dimes
demonstrate skills learned in class to interested community groups
develop a morning breakfast program
take part in a community clean-up
be guest speakers at service clubs and community organization meetings
help sponsor community festivals
prepare lunch for community groups
mend uniforns for band or athletic departments
develop a home electrical safety campaign
organize an anti-litter campaign
provide a work force of members to groups who are involved with community projects
organize dog clinic for vaccinations
organize immunization campaign for pre-schoolers
sponsor safety course for community

3. SOCIAL

organize employer-employee-parent banquet
build float for Homecoming
sponsor a get acquainted party
sponsor an intramural team at school
plan weekend retreats and campouts
hold a costume party
sponsor a roller skating party
sponsor a swimming party
hold a hay ride
organize dinner parties
organize theater parties
sponsor a Christmas Dance
conduct a fishing derby
hold a return to nature dinner
participate in end of semester dance
sponsor picnics
organize and hold a carnival
plan potluck dinners
sponsor a pizza smorgasbord
attend professional sports event as a group
conduct a golf, chess, checker, etc. tournament

4. FINANCIAL

establish goals
develop budget
plan fund raising projects - see page
set up a model business for the chapter/class to operate
operate a chapter cooperative
purchase materials for chapter/class activities
purchase equipment, loan to members

To illustrate more clearly how to plan chapter activities that relate to student objectives, consider the following example.

Unit of Instruction: Mass Production

Objectives	Possible Ways to Achieve Objectives Through Chapter Activities
1. Identify in writing the basic work simplification techniques which can be observed. 2. Use job titles to describe orally the activities which are participated in on the mass production line. 3. Write job descriptions for each task which is accomplished on the line. 4. Assemble ______________ for use at ____________________________. **Suggested Activities** Student/Teacher - Discussion questions 1. What is mass production? 2. Why is it used? 3. When do we see it being used? Take a work situation and make a job analysis. Refer to the Dictionary of Occupational Titles to complete the list. Define personal characteristics necessary. Students - Complete a mass produced product with student manager. Coordinator/Teacher - Observe work simplification being used on-the-job.	**PROFESSIONAL** 1. Make covers for the Employer Banquet program. 2. Allow each chapter member to gain experience as a manager/leader. **CIVIC/SERVICE** 1. Give a work simplification demonstration to a civic group or adult education class. 2. Apply work simplification techniques to community service anti-litter project. 3. Make gifts such as trays favors, stuffed toys or flower arrangements for senior citizens or children in a day care center. **SOCIAL** **FINANCIAL** 1. Solicit simple tasks to be completed for money for chapter treasury. 2. Make items to be sold by chapter members or in a school store or boutique. 3. Expand such concepts as time management, profit margin, cost control.

Now, create a personal example based on your curriculum.

Unit of Instruction: ____________________

Objectives	Possible Ways to Achieve Objectives Through Chapter Activities
	PROFESSIONAL
	CIVIC/SERVICE
Suggested Activities	SOCIAL
	FINANCIAL

The example above is closely associated with the cooperative work experience related classes. Consider the following examples of planning from regular sequential vocational courses.

Student Objective	Possible Ways to Achieve Objective Through Chapter Activities	Area of the Activity
1. Given a set of plastic teeth, the student will demonstrate cleaning techniques which meet specifications established by the textbook.	Give demonstrations as teams on cleaning teeth to nursery school class or children in a day care center.	Professional Civic/Service
2. Given a dented fender and the proper body and fender tools, the learner will pound out, fill, and sand the dented area so that no ripple can be viewed at an oblique angle under good light conditions.	Repair a dented fender for community members and charge a minimal fee. Money would be added to chapter treasury.	Financial
3. After reviewing land and equipment requirements, the student will be able to list the minimum space requirements per child for indoor and outdoor activity areas as specified in state standards.	Write an article for the newspaper and prepare a speech on "Guides to Look for When Selecting Child Care Centers." Give speech to a young mother's group.	Professional Civic/Service
4. Given three average length letters in dictation at speeds of 70-100 WPM, the student will be able to produce three mailable letters in 30 minutes.	Complete the correspondence for the secretaries of selected civic groups.	Civic/Service

PLANNED BEGINNING = MORE INVOLVED AND AWARE STUDENTS

Students are not automatically active chapter members. Teacher/advisors must keep in mind that students in vocational youth organizations may not have had organizational experiences previously.

If the chapter situation is to benefit students, there are basic facts, actions, and attitudes that all members need to know and understand for successful group unity and operation. Depending on the background of the students, these introductory sessions could vary in length from a brief discussion to several days of lessons. Also depending on the situation, the setting or environment could be varied. Special sessions with titles such as In-Depth Conference, Lab Session, Seminar, Action Lab, Clinic, Retreat or Forum have appeal to many students. In addition, experienced teacher/advisors have found teaching these introductory sessions out of the formal classroom setting to be desirable.

A guideline for the student introduction sessions to chapter activities is as follows.

Activities	Goals	Ways and Means
1. Make chapter activities part of the class.	1. Learn symbols, objectives, requirements, and publications. 2. Discuss purposes, relationship of chapter to class, responsibilities of members, relationship of chapter to a job, opportunities for leaders, and possible activities.	1. Show interest slides of chapter/class activities from previous years. 2. Require reading and studying an informational handout. 3. Conduct a question-answer game where students find answers from publications and other materials from the organization. 4. ________

Activities	Goals	Ways and Means
2. Communicate to get to know chapter members.	1. Talk informally with other chapter members.	1. Learn members' names and two personal experiences about each member. 2. Practice introducing chapter members to each other. 3. ______________
3. Plan and conduct a chapter meeting.	1. Work toward becoming a part of a team. 2. Plan a meeting agenda. 3. Conduct a meeting. 4. Set up a situation for a meeting.	1. Research offices and list duties and responsibilities. 2. Simulate a situation where leaders lead small groups to carry out goals by first brainstorming concerns, narrowing concerns and planning for action. 3. Have small groups work on problem situations related to chapterwork: paying dues, electing officers, planning a meeting time, developing activities, etc. 4. ______________
4. Participate in class/chapter as a leader and follower.	1. Work with others toward group goals. 2. Learn to motivate and activate other students toward group goals. 3. Recognize officer duties and responsibilities.	1. Play games that lead to a discussion of why groups function as they do. 2. Read about conducting a meeting. Discuss why a meeting should be planned in advance. 3. Divide the class into groups to role play officers. Let each group plan a meeting with a specific purpose and then simulate carrying out the meeting. 4. ______________
5. Participate in parliamentary procedure activities.	1. Conduct a meeting as a presiding officer. 2. Take part in a meeting. 3. Learn to protect the rights of members of the groups so that all are treated fairly.	1. Read to understand the basics of parliamentary procedure. 2. In groups, students practice parliamentary procedures. 3. In groups, practice problem situations about parliamentary procedure. 4. See Chart 11 for basic parliamentary procedure information. 5. ______________

CHART 11:

BASIC PARLIAMENTARY PROCEDURES

Order of Business for Meetings

call to order
roll call
reading and approval of minutes
treasurer's report
reports of other officers, committees, and special committees
unfinished business
new business
announcements
program
adjournment

Members' Plan for Action

address the president or chairperson, await recognition, and make motion by saying: "I move that ____________".
another person seconds the motion with "I second," or "I second the motion."
chairperson or president states the motion, calls for discussion if motion is debatable, takes the vote, and states the results.

Content of Minutes

kind of meeting (regular, special, called, etc.)
name or organization
date, time, and place of meeting
who called meeting to order, who read minutes, whether number present allows business to be conducted
minutes read and statement of amendment and/or approval
all main motions, people making motions, and disposition of motions
time of adjournment
signature of secretary

The special session idea could be expanded to become a learning experience on a monthly basis. Other topics for consideration could include Communications, Inter-Personal Relationships, Personal Development and Career Planning.

Meeting with individuals other than class/chapter members can be successful if time permits. For example, plan a conference with other vocational youth groups in the school, schedule a special meeting though the section, area, or regional structure of the respective youth organization, or plan an event with a neighboring school. Planning for larger groups can become time consuming and care for detail must be exercised, but the results usually are positive in terms of student interest, motivation, and growth. This is particularly true if there has been student involvement in planning and carrying out ideas for the sessions.

In planning special sessions consider:

1. The Environment or Setting
2. Planning - Use students in planning but give strong direction as an advisor. Do not expect students to know how at first.
3. Objectives - State specifically.
4. Activities - Plan activities that require students to be actively involved.
5. Agenda - Use to promote efficiency of time and to give adequate direction to the session.
6. Recognitions - Give class credit or special certificates.

A WELL-MANAGED STUDENT CHAPTER = STUDENT GROWTH

Being involved as a chapter advisor is hard work, time consuming, and requires organization. With involved members there are seemingly unlimited demands on the time and energy of the advisor. The total situation must be realistically viewed and decisions made as to what it takes to get maximum student educational benefits and growth at all levels. There will be extra work. Yet many activities can be completed as part of the regular class periods in time allocated in course outlines for leadership development, communication skills, social skills and management of financial resources. Every activity is, or should be, a natural outgrowth of what is being taught.

To assist advisors in managing student and personal resources better, assume the concept of "classroom management through student personal growth" is important. Most purposes of the national organizations are student growth oriented. In studying the purposes, these are several that are specifically related to classroom/chapter management.

1. provide opportunities for decision making and for assuming responsibility (FHA-HERO).
2. provide opportunities for self-development and preparation for family and community living and for employment. (FHA-HERO).
3. develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process. (VICA, IOEA).
4. develop leadership abilities through participation in educational, vocational, civic, recreational and social activities. (VICA, IOEA).
5. promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system. (DECA).
6. strengthen the confidence of members in their individual worth (FFA).
7. make wise use of human and natural resources and financial resources. (FFA).
8. participate in cooperative effort (FBLA).

Not all vocational classes devote time to these areas. In this case, the suggestions for chapter management apply more specifically to the capstone course, the cooperative work experience classes. Yet, earlier sequential vocational courses such as printing, child development lab, data processing or livestock management can be organized as chapters and promote student growth and management skills. Suggested activities can be adapted to strengthen the existing curriculum.

When considering the concept of classroom management through student personal growth, there are three areas in which students could be more professionally involved in chapter activities. These are communication skills, parliamentary procedures, and management of financial resources. As a teacher/advisor, a topical outline of helpful learning activities might include:

A. **Communication with the Public**
   1. letter writing
   2. telephone use
   3. report writing
   4. giving a speech to a group
   5. giving instructions
   6. making a request/contacting community for assistance
   7. discussing a topic
   8. making introductions
   9. writing news releases

B. **Parliamentary Procedures**
   1. selecting leaders
   2. making an agenda
   3. recording discussion
   4. leading a meeting
   5. making a motion
   6. dividing responsibilities
   7. evaluating actions

C. **Management of Financial Resources**
   1. preparing a personal budget
   2. preparing a chapter budget
   3. developing fund raising activities

The following is a guide for planning classroom activities that relate to the concept of classroom management through student personal growth, and was adapted primarily from THE NEW FFA: STUDENT PERFORMANCE OBJECTIVES.

ACTIVITIES	GOALS	WAYS AND MEANS
1. Participate in deliberation of a business meeting of the organization.	1. Learn to apply the principles of parliamentary procedure. 2. Express ideas in written and verbal form as required in a business meeting.	1. Study and practice parliamentary procedure. 2. Prepare for and participate in parliamentary procedure demonstrations. 3. Participate in chapter meetings. 4. Observe or participate in organizational meeting in addition to chapter meetings, (School, church, and community organizations.) 5. ______
2. Communicate with others personally.	1. Communicate verbally in a one to one situation.	1. Start a conversation with peers and adults. 2. Listen to and respond to conversation. 3. Give instructions. 4. Make a request. 5. ______
	2. Communicate verbally in a group discussion on a given subject.	1. Organize facts and thoughts for presentation to a group. 2. Listen and respond during a discussion. 3. Demonstrate desirable method of presentation of awards. 4. ______
	3. Conduct a telephone conversation.	1. Learn to initiate a telephone conversation 2. Learn to answer the telephone in a businesslike manner. 3. Learn to listen to a telephone conversation and formulate a response. 4. Learn to terminate a telephone conversation courteously. 5. Learn to take a telephone message and deliver it to intended receiver. 6. ______
3. Present information to a group.	1. Gather, organize and present information and ideas.	1. Make a presentation to a class. 2. Participate in chapter public speaking contest. 3. Participate in a radio or other media presentation.

ACTIVITIES	GOALS	WAYS AND MEANS
		4. Speak on the program for a community service organization. 5. ________________
	2. Present ideas in a question and answer situation.	1. Initiate questions or statements. 2. Listen to and formulate responses to a question or statement. 3. ________________
4. Communicate clearly in written form.	1. Organize thoughts in logical sequence. 2. Present thoughts in a written form. 3. Learn to handle correspondence.	1. Write invitations. 2. Write a business letter to sell a chapter product. 3. Write a thank you note. 4. Write accurate minutes for a chapter meeting. 5. Present a committee report in written form. 6. Write a news article on a chapter activity. 7. Prepare a radio script on a chapter activity. 8. Participate in writing the chapter program of activities. 9. Write a letter of application. 10. ________________
5. Make introductions.	1. Introduce yourself to another person. 2. Introduce an older person to a younger person. 3. Introduce a person of higher position to another person. 4. Introduce a lady to a gentleman. 5. Introduce a person or speaker to a group. 6. Introduce one person to another of equal status. 7. Introduce a group to a group.	1. Use role playing. 2. Develop and practice in a simulated situation. 3. Introduce people at meetings, banquets, and other situations. 4. ________________
6. Prepare a personal budget.	1. Identify expenses and receipts. 2. Analyze business trends. 3. Establish priorities.	1. Prepare cash flow chart (expenses and receipts.) 2. ________________

ACTIVITIES	GOALS	WAYS AND MEANS
7. Prepare a chapter budget.	1. Identify chapter expenses and receipts. 2. Establish priorities for expenditures. 3. Analyze fund raising possibilities. 4. Earn sufficient money to finance activities.	1. Discuss and collect dues. 2. Look at past records for expected income and expenditures. 3. Prepare budget. 4. ________________
8. Appraise fund raising possibilities.	1. Identify margins of profit. 2. Analyze activities as to type. 3. Analyze activities in terms of profit obtained for effort expended.	1. Look at past records. . 2. Catagorize activities according to: a. commissions selling projects b. production selling projects c. cooperative selling projects d. selling a service to others 3. Complete a mock fund-raising event to have as basis for analysis. 4. ________________

Promoting Membership 3

THERE IS ALWAYS SOMETHING GOING ON

A strong chapter will promote membership automatically. Throughout this handbook, there are numerous suggestions about chapter structures, members and dues, public relations, and meaningful activities that can be used in building an action-oriented chapter. The chapter that maintains itself through a stable or an increased membership will be the one that produces such comments as:

Students
"There is always something going on."

"We are given the chance to be responsible for our actions."

Administration

"I thought this was just another club but now realize that chapter activities support the professional, civic, social and financial development of students. Chapter work is a highly successful teaching tool."

Teachers

"The chapter is an effective tool to transfer responsibility to students."

Parents

"What goes on in that classroom has real practical useful meaning."

Community

"We don't mind helping out. They also know how to help us."

PROMOTING MEMBERSHIP

Who Promotes Membership?

1. Chapter members who are involved and interested.
2. Teacher/advisors who have interest, enthusiasm, and a belief that chapterwork is integral.
3. Vocational and guidance counselors who are informed. This can be accomplished by inviting guidance personnel to various activities and provide them with copies of the program of work activities for the year.
4. Teachers and students in feeder schools who have knowledge about chapterwork.
5. Community members who are involved with advisory councils or cooperative work experience students. This can be accomplished by asking community members to serve as judges for the competitive events.
6. Alumni of the chapter who can make presentations promoting membership.
7. Other teachers (English, Math, Social Studies, etc.) who can help promote youth organizations. However, these teachers will have to be informed about the benefits of the programs. This could be done at a district-wide in-service meeting.
8. ______________________________
9. ______________________________

The Teacher/Advisor Promotes Membership By:

1. Being flexible in structure and in dues collection.
2. Building membership through meaningful activities.
3. Recognizing members who contribute and work hard.
4. Making chapterwork synonymous with the class.
5. Having a positive attitude about chapterwork.

6. Recognizing a chapter as a successful and proven teaching tool.

7. ______________________________

8. ______________________________

The Students Promote Membership By:

1. Senior student members sponsoring activities such as picnics for potential members.
2. Senior student members making presentations (slides, tapes, etc.) to potential members. Kids selling kids!
3. Student members making presentations for Career Education classes at 7th and 8th grades to inform students of high school youth organizations.
4. Student members planning orientation activities for parents of potential students (utilize PTA's, etc.).
5. Assigning student members to potential members to answer questions and promote membership— Big Brother and Big Sister idea.
6. Student members building school and community displays.
7. Student members wearing official youth organization clothing to school on certain days (Vocational Ed. Week, etc.)
8. Publicizing awards and recognition received by student members through assemblies and newspaper releases.
9. Student members recruiting students to attend Advisory Committee meetings.

Aids That Help Promote Membership:

1. Information publications from state and national organizations. See page 55.
2. Packets of information for parents, counselors, administrators, and interested students.
3. Planned special orientation program that can be used from year to year.
4. Portable displays that can be quickly set up.
5. Locally produced brochures and flyers explaining and promoting the chapter.
6. Summer social and educational activities for future members.
7. Chapter scrapbook which highlights the activities of the chapter during the year.
8. School public address system to announce chapter activities.
9. A portable bulletin board to display youth organizations publications. This bulletin board can be moved from location to location to promote membership.
10. Bulletin boards located in corridors to reach potential students.
11. Display windows in the business community for recruiting potential members.
12. State and National personnel to speak to prospective members.
13. Slide presentations or films for use during Vocational Education Week.
14. ______________________________
15. ______________________________
16. ______________________________

Recognitions for a Job Well Done Promote Membership

1. Personally compliment members who do good jobs.
2. Use a point system through the chapter/class for participation in chapter activities that can lead to an improved grade or award.
3. Have a special outing for outstanding students.
4. Have outstanding students invited to community service and civic meetings as special guests.
5. Send letters to parents explaining student accomplishments.

6. Announce student achievements to the student body through bulletin boards, school newsletter, etc.

7. Have businesses sponsor awards for local chapter events.

8. Sponsor victory dinners for outstanding students

9. Award free banquet tickets for outstanding students to attend state and national meetings.

9. Award free banquet tickets for outstanding achievements.

10. Find sponsorship for outstanding students to attend state and national meetings.

11. Provide awards for best notebooks and record books.

12. Find scholarships for outstanding students.

13. Provide free dinners for contest winners.

14. Recognize students who participate in regional, state, and national conferences.

15. ____________________

16. ____________________

17. ____________________

AWARDS PROGRAMS – INCREASED INTEREST

Awards programs are designed to offer recognition that will stimulate a desire for learning. In addition, they can promote membership because they provide for active participation. Each organization has a type of awards program although the programs vary widely. The specifics of what each organization offers can be obtained by consulting publications from respective state and national organizations. See page 55.

The general types of awards programs available include:

1. individual personal achievement and proficiency activities
2. degrees of membership
3. chapter competitive events
4. skill development events

Rewards for achievement and excellence can be personal recognition, scholarships, cash awards, and trophies.

Since an awards program is an important motivational tool, an advisor should promote student participation in these activities. See Chart 12 for guidelines for the advisor in using an awards program.

CHART 12:

AWARDS PROGRAM GUIDELINES FOR THE ADVISOR

1. Read state and national publications for types of programs offered by each organization.
2. Relate individual and chapter award programs to the overall curriculum. Be sure to read and follow carefully rules covering various awards programs. Keep up-to-date on changes made regarding the rules of the awards programs.
3. Present the awards program to the students and make all forms and information available to the students.
4. Plan time for students to develop and to become proficient in the individual and group events.
5. Support student's initiative with time, counseling, extra resources, etc.
6. Meet deadlines for all forms due at the state and national offices.
7. Encourage interest by patterning some classroom activities after the awards programs.

In getting started and to stimulate interest, try a "Skill of the Day Program." Look at the curriculum and determine the skill(s) that are being developed within the regular coursework. Set up a competitive or recognition event. Involve community judges, sponsorship, and publicity. In this way a class requirement becomes a chapter experience. Other than participation in the event and developing the skill, student involvement can be in the form of assisting in determining the skill area, calling judges, taking photographs, writing news stories, and refining the skill development to become a demonstration for a community group.

PROMOTE THROUGH VOCATIONAL YOUTH ORGANIZATION WEEK

Calling attention to chapter activities during vocational youth organization week can promote membership and increase awareness. All organizations have their national week in February which is conveniently located close to the time many schools register students for the upcoming year. When planning activities with students, try to visualize all aspects of the program during the week.

Suggestions are made for activities in materials supplied by state and national offices either in separate mailings or through the student magazines. Activities to help student planning committees are:

1. Create different bulletin board displays emphasizing the dignity of work, citizenship, leadership development, community service, etc.
2. Announce week's activities over the school's public address system. If possible, include facts and figures about the organization.
3. Set up a speakers' bureau of student to talk to other schools, civic and community groups and other classes at school.
4. Plan a school-wide assembly program.
5. Hold a career day or open house for younger students, community officials, teachers, business and labor leaders.
6. Schedule special social event where each student can invite a potential member.
7. Send publicity notices to newspapers, raido, and TV.
8. Have a______week Proclamation signed by local officials and by school administrators.
9. Wear identifying clothes and pins.

Raising Funds For Chapter Activities 4

MAKING MONEY IS EDUCATIONAL

Setting chapter goals, establishing a budget, determining fund raising possibilities and fund raising itself are considered by effective chapter advisors educational experiences that are realistic and meaningful for students. Officers and members are often new to chapter activities and need guidance at the beginning of the year to know how to establish programs of work and budgets. When working with students, use scrapbooks, secretary and treasurer records, slide presentations, and last year's officers to help explain "how to do it." A new advisor may have to borrow these items from a neighboring school.

Idealistically maximum growth comes when: 1) program goals are first planned, 2) the budget is established,, and 3) fund raising activities are determined. For efficiency and teacher planning, this is done at the beginning of the year. But often for maximum student growth, especially when chapter activities are new to the students involved, this must be an on-going process during the entire year.

TRANSFER RESPONSIBILITY TO STUDENTS

Each chapter needs to have formally or informally a 1) treasurer, 2) finance or budgeting committee, 3) fund raising chairman (one for every activity) and 4) auditing committee. The student growth benefits from fund raising activities include gaining skills in:

purchasing
sales promotion
budgeting - money management
cost analysis
management of resources
public relations
decision making
carrying out a long range activity
working with people - peers and adults
responsibility in terms of setting goals, handling money, carrying through, etc.

Use the above list in any discussion for fund raising activities with parents, administrators, other teachers, and students.

SO YOUR SCHOOL SAYS YOU CAN'T RAISE FUNDS

1. Present your case to the administration repeatedly emphasizing the relationships between chapter objectives and over-all educational objectives. Be professional in approach and go through channels. *This pays off in the long run.*
2. Collect dues to affiliate with the state and national organizations and then plan projects that require no money such as community speakers and "no cost" service projects.
3. With school administrative approval, call on local business, service, industrial and labor groups to support member participation at area, district, section, regional, state, and national meetings. In return for their support, perform a service oriented project with or for them. For example, serve as ushers at one of their important events, sell tickets for a major fund-raising service project, or be in a parade supported by the local businessmen.
4. Show the administration examples of fund raising activities that grow out of the classroom learning experiences such as corn plots, typing services, catering companies, and alteration services.

SELECT FUND RAISING ACTIVITIES THAT HAVE MEANING

As a teacher/advisor, identify the desirable constant activities that are held each year and need funding; however, it is necessary to involve students in the decision making process.

The following is an example of suggested activities for a proposed budget.

PROPOSED BUDGET

Activities	Approximate Costs
1. service projects - materials	
2. field trips - transportation	
3. banquets - awards, decorations, tickets, program covers, entertainment	
4. Area-section meetings - registration, fees, transportation.	
5. state and national conferences - registration, meals, room, transportation	
6. area-state contests - materials, fees	
7. state-national affiliation - # members x amount of dues = ______________	
8. ______________	
______________	

Also identify constant sources of income such as:

Income	Amount
1. Dues	
2. Banquet Tickets	
3. Fees for meetings other than local ones	
4. ______________	
5. ______________	

Chart 13 includes criteria to be used in selecting fund raising activities:

CHART 13:

CRITERIA FOR FUND RAISING

	Yes	No
1. Is the activity educational? Will career oriented skills be developed? Needed income can result from projects that are part of the chapter's plan of activities or that are an outgrowth of the instructional program (corn plot, planning a sales campaign, catering company).		
2. Is the activity related to the type of chapter — business, industrial, agriculatural, or home economics)?		
3. Is the activity one that will be approved by the school and community? Will it have positive public relations value?		
4. Is the activity a service-oriented one and will some value be received by participants? (No fund raising activity should ask for a handout or favor.)		
5. Is the activity going to provide a fair financial return to the chapter?		
6. Will the activity involve every member? Will it provide for self-development?		
7. Will the project be concise or will it drag out?		
8. Has approval been obtained from the school administration?		
9. Does the activity conflict with fund raising activities of any other group in the school?		
10. ______________________________		
11. ______________________________		

Suggestions are always needed. Consider the following when planning for fund raising:

1. Consider fund raising planning like going into business.
2. Ask - What is the money being raised for? How much money is needed?
3. How much money will be raised in routine ways (dues and the like) from membership?
4. How much money will be raised in other ways?
5. How many workers can be counted on to give their time and talent if a large event is staged? Or would a number of small projects carried through the year be better?
6. Look for projects the "public" will enjoy. Let the tastes and spending habits of the people in the area guide fund raising selection.
7. Keep in mind all of the costs involved. Will the people in the community support the project at the price charged in order to make a reasonable profit? Does the chapter have the manpower to do the job well?
8. Before presenting ideas to the officers or membership, have a reasonably accurate cost and profit estimate for the project. Check out possible dates in advance so the timing of the event can be part of the presentation. A conflict with another big event or a duplication of the project itself can spell failure for both.
9. Select a general chairman who decides what committees are needed and appoint a chairman for each.
10. Look at the total community fund raising projects and fit chapter activities into the total picture to avoid duplication.
11. Make projects that involve the total youth group in the sales effort.
12. Make sure students pay for the products sold.
13. ______________________________
14. ______________________________
15. ______________________________

Some actual fund raising suggestions include:

Operating Services

selling nutritional snacks
car wash and wax
annual inventory for local businessmen
package wrapping at Christmas
alterations shop
catering service
country store selling handmade items
boutique
second time around boutique
cafe for a day
odd jobs - a "Work Day"
hair-a-thons or mani-cure-a-thon
babysitting for shoppers
ads for yearly calendars

____
____
____

Having Social Events

dance
talent show
booth at carnival
fashion show
ice cream party
movies
queen contest
faculty-student sports event
musical show or play
box supper

____
____
____

Selling Items

greeting cards
school supplies
light bulbs
magazines
balloons
pennants and badges
T-shirts and sweatshirts
school and personal stationery
yearbook covers
school pins with guards
cookbooks

citris fruit
watermelons
flowers
plants
candy
concessions
calendars
raffle tickets

____

____

____

State and national affiliation may mean the chapter will receive certain fund raising company mailings. Some of the national organizations have attempted to identify reputable companies who offer an acceptable margin of profit as well as items that will have maximum acceptance by the buying public. When this is done, the fund-raising company is allowed to include an insignia of approval in their advertising. Small royalties are received by the organizations as a result of the approval given. The approval by any one organization may guide other chapters in the selection of fund-raising projects.

WHAT IF STUDENTS REFUSE TO PAY DUES?

The requirements for dues vary with the organizations. In no case can a student be required to join a chapter and to pay dues because this would be an infringement on the rights of the individual student. But the attitude of the advisor toward membership does make an impact on whether a student joins or not. To not promote total membership or to allow students to do their own thing while others are in chapter meetings communicates to all students that chapter membership is a nice thing to do but is not necessary.

Rarely does one method of dues payment work. Alternatives to strictly paying the dues outright include:

1. Use the installment plan.
2. Have a money making activity for raising dues for all who participate in the activity.
3. Have a special occasion such as a social event for only dues paying members.
4. Discount the dues for all paying before a specific date.
5. Let the students establish the rules for collecting the dues. Peer pressure works where money is involved.

KEEP USEFUL RECORDS

A good treasurer contributes much toward the efficiency of the chapter. He/she keeps various temporary and permanent financial records and receives and pays out chapter funds. The treasurer will be working with the school's financial office in receiving and paying out money. A treasurer should be good with figures, interested in finances, accurate, prompt and resourceful. Keep in mind that all advisors are ultimately responsible for the funds of the youth organizations.

The following pages are designed for keeping a complete record of all monies which belong with the chapter as a whole. It can serve as a model if no financial record forms are available. The forms lend themselves to securing a balance at any time for reporting purposes and provides for auditing of the records at the end of the year.

CASH RECEIPTS & DISBURSEMENTS

For Period ______________________ to ______________________

Date	Item		Received From/Paid To	Check No.	Receipts		Disbursements		Balance	
	Bal. Forward									

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CHAPTER FINANCIAL SUMMARY

________________________ Chapter ________________________

High School. For the Period ________________ to ________________.

Chapter Receipts:

Member Dues & Fees $ ________

Chapter Projects ________

Other Fund Raising Activities ________

Contributions ________

Other Income:

________________ ________

________________ ________

________________ ________

TOTAL $ ________

Disbursements:

________________ $ ________

________________ ________

________________ ________

________________ ________

TOTAL $ ________

Total Receipts $ ________

Total Disbursements $ ________ Approved: ________________

Treasurer

Balance on Hand $ ________

____

Advisor

CHAPTER ACCOUNTS

For Period ________________ to ________________

Treasurer ________________ Address ________________

Assistant Treasurer ________________ Address ________________

FINANCE COMMITTEE

Chairman: ________________

____

____

AUDITING COMMITTEE

Chairman: ________________

____

____

REPORT OF AUDITING COMMITTEE

We the members of the Auditing Commiteee certify that we have this ________ day of ________, 19____, audited the accounts of the ________________ Chapter and find them complete, well kept and accurate.

____

Chairman

Working With Public Relations 5

PUBLIC RELATIONS CANNOT BE NEGLECTED

A strong chapter depends on everyone in the school being aware of its value and understanding how it is an integral part of the instructional program. This is why it is necessary to be constantly publicizing activities and relating them to the betterment of the school and community. Youth organizations can have a positive impact on the entire school.

Publicity can also build enthusiasm among chapter members. Everyone likes to read his or her name in print, to hear his or her name over the radio, or to be seen on television. Publicity for chapter activities can create more interest and hard work on the part of members. Students soon know that people are "watching" and will want to do their best. Also, public relations activities are an excellent leadership development experience that requires members to develop both initiative and social poise.

By combining an active, worthwhile program with a planned program of public relations, the image and status of the chapter will be enhanced. The public needs to be informed that students through chapter activities are preparing for careers, are in training programs that are important and realistic, and are motivated and anxious to make a contribution to the school and community.

Effective public relations makes friends by:

1. keeping students informed and interested.
2. attracting new members to the chapter and the instructional program.
3. maintaining pride among students and stimulating then to succeed.
4. creating an interest on the part of the public.
5. creating and sustaining public support.
6. ______________________________
7. ______________________________

BUT THERE IS NOT TIME FOR PR!

Getting the most from time spent is of concern to all teachers. The chapter advisor should be concerned about professionally promoting and maintaining an on-going program while providing students with learning experiences that will develop skills, knowledge, and attitudes that will make the student a better person, employee, students, etc. Yet, public relations could become an all consuming effort resulting in little attention being given to program development. Therefore, finding the common balance for the use of time can be a problem. Some questions to consider are:

1. Are students' abilities being used and developed wisely or is it easier to do the work yourself?

   ____

   ____

2. Is there a *balance* between active and passive types of public relations that keeps the public and students interested and wondering what will be next?

   Examples of active PR might be students giving speeches to service organizations, doing volunteer work as a chapter, volunteering to usher at a service organization benefit, or appearing on television with a slide presentation to explain the organization. Examples of more passive PR might be displays, bumper stickers, wearing pins, or wearing jackets or blazers.

   ____

   ____

   ____

   ____

3. Is there maximum PR exposure in view of time, energy, and money spent?

In considering advisor time, students' time, and the maximum benefits from PR, think about these examples:

Buy 50 window decals for 50 business that that can be delivered when making employer calls as opposed to buying 50 buttons for students to wear at chapter and school activities.

Have a PR skill shop for the entire chapter membership or the PR committee on letter writing, news article writing, and photography as opposed to assuming some of the more capable students will already know how and will come through when asked. This will result in increased student participation, higher quality of work, and less redoing of materials.

Spend an adequate time developing a slide presentation that can be adapted to numerous situations as opposed to thinking every presentation must be original resulting in turning down invitations for speaking because there is not time to prepare.

Spend time with a student committee to complete or up-date a source directory in order for sources to be readily available.

Provide complimentary subscriptions of national publications to school officials and supporters of chapter activities.

____

____

____

4. Is there an attempt to develop and maintain relationships with individuals that are important to the PR program?

Invite reporters to school to speak to the chapter, maintain contacts, write regular releases for papers, invite reporters to activities, and ask them to be advisory committee members.

Encourage PR with legislators and public officials. Invite them to present awards and also, invite the press.

Have available a current list of names and addresses of legislators. Keep on hand a sample letter so members know and form habit of writing to legislators.

Develop PR sheets explaining the chapter that can be distributed to guests who may not know about vocational youth groups.

____

____

TRANSFER RESPONSIBILITY TO STUDENTS

Each chapter needs to have formally or informally a 1) public relations chairperson and committee, 2) historian, and 3) reporter. The student growth benefits from public relations experiences would be to gain skills in:

- writing
- communications
- meeting deadlines
- organizing
- initiating contacts
- being responsible
- being creative

The more students do, the stronger the chapter. Also, in working with PR, individuals in the community often find it difficult to turn students down when students make requests.

Suggested duties for students in charge of public relations include:

1. File clippings and pictures of chapter activities and keep a chapter scrapbook.
2. Assist in maintaining a chapter bulletin board.
3. Assist with planning and arranging chapter exhibits.
4. Send news and pictures to local newspapers, television and radio stations.
5. Take pictures of events during the year for recording purposes.
6. Make arrangements to have a professional photographer available when needed.
7. Invite the news media to special upcoming events.
8. Keep a datebook and record of what was done.
9. Be alert to school student informational guides. Keep them up-to-date.
10. Make sure public relations supplies and equipment are included in the chapter budget.
11. Supervise assembly of resources to use: photography equipment, supplies, stationery and postage, up-dated directory, scrapbook, typewriter.
12. Type a format for news releases including student to contact for more information, advisor to contact, school name, address, and phone number.
13. Put together a picture story (slide/tape) presentation from a student's point of view.
14. Make sure news is newsworthy.
15. Screen PR material and distribute to appropriate sources.
16. ______________________________
17. ______________________________
18. ______________________________

HELPFUL HINTS TO STUDENTS ON "HOW-TO-DO-IT"

Chart 14 lists some references to be used with students in helping them to know better how to handle public relations.

CHART 14

PUBLIC RELATIONS RESOURCES

Topic	OEA: Local Chapter Handbook	Illinois VICA: Officer's Handbook	FHA: Up Membership Workbook	Directions: A Guide for VICA Club Advisors	DECA: Chpater Management Aid Handbook	The DECA Handbook	
Writing News Articles	42-43	37-41	12-15	43	77-78	90	
Photographs	43		16-17	43	78-79	91-92	
Slide-Tape			18-19				
Brochure Development			20-21				
Displays			22-23				
Radio-Television	44			44-45	79	92-93	

Use a student guidesheet and develop a PR directory in planning public relations for the year. People to be reached represent different audiences and these audiences have to be approached in different ways. For example, members' parents have different interests and knowledge about chapterwork than do employers in the community. Keep in mind that jobs and the program depend on *community support*. Examples of formats for a guidesheet and directory are as follows.

WHAT ARE WE GOING TO DO ABOUT PUBLIC RELATIONS THIS YEAR?

Audience	What We Want To Tell This Audience	Means of Informing This Audience
chapter members		
teachers in the department		
teachers in other departments		
counselors		
administrators		
School Board		
employers		
parents		
mayor		
businessmen and women		
legislators		
civic organizations		
news people		
prospective members		
community resources		
other youth organizations		

PUBLIC RELATIONS DIRECTORY

Name of Source	Address	Phone Number	Contact Person	Deadlines	Special Requirements	Summary of Study Of Source

Possible Sources

1. radio
2. television
3. newspapers
4. school publications
   - parent newsletters
   - school paper
   - yearbook
   - employer in-house publications

Study Suggestions

1. program formats
2. pitch of programming and advertising
3. number of student oriented articles or programs
4. type of event generally written up or talked about

HOW ARE NEWS SERVICES USED?

1. Use newspapers through news, community calendars, letters to editors, features, columns, editorials, and special sections.
2. Use radio through news items, spot announcements, personality spots, guest interviews, discussions, on-the-spot coverage, and community bulletin boards.
3. Use television through news items, editorials, human interest fillers, interviews, panel or group discussions, demonstrations, station identification spots.
4. Contact news directors; personalities; program directors; station managers; editors for city, farm, business, education, environment, fashion, women, and food; and columnists.
5. Report newsworthy topics.
   - community or school service projects
   - field trips and tours
   - special guest speakers or seminars
   - competitions or skill shops
   - special events such as open house, career day, employer appreciation banquet
   - scholarship winners
   - special joint ventures with labor and management groups
   - advisory committee organization
   - national programs observed on local level — Vocational Education Week
   - district, state and national leadership conferences
   - cooperative efforts of vocational youth groups
   - award presentations to individuals or concerns who contribute to program development

OTHER PR TOOLS

Chapter Newsletter
(to members, parents, employers, other teachers, counselors and administrators)
1. announcements
2. special interest features
3. activities
4. awards

Decals/Bumper Stickers/Buttons
Make, buy, distribute, wear, adhere Decals — identify training stations and supporters

Displays/Exhibits
Homecoming Float
Vocational Education Week
Chapter Awards
Career Day
Junior Highs
Employer Store Windows
Bulletin Boards

Photographs
Story telling pictures with captions for newspapers and displays

Certificates/Plaques
Recognition for outstanding contributions
Employer Appreciation
Community Service Awards
Outstanding Student
Thanks to Administration

Conduct
Student and advisor behavior reflect a chapter image
Not all PR is planned

Speeches/Demonstrations
School assemblies
Speaker's Bureau for service and civic organizations

Letters
Thank you's to:
speakers
supporters
newspapers
radio/TV stations
special people at school

Scrapbook
Use in: displays, classroom, open house, junior high promotion, new member promotion, employer/program contacts

Chapter Jewelry & Clothing
Appropriately wear for: speeches, conferences, special days

Personal Communications
one-to-one contacts
telephone calls
fund raising activities

Slides/Tapes/Films

use when on radio, television or when giving speeches

Brochures

develop original ones for distribution use state and national brochures

Fund Raising

explain chapter and program in salespitch

I DON'T KNOW WHERE TO START: A FORMULA FOR A BEGINNING

1. Set a personal goal that is realistic . . . "I will give attention to one specific public realtions activity per month."
2. Set a program goal . . . "This year the public (school and community) will know that this program and chapter exist."

SAMPLE PLAN

Month	Possible PR	Contact Tool	Probable Time	Costs	Student Involvement
September	officer election organizations meeting	photograph newspaper			
October	section or area meeting	radio announcement			
November	Open House	display			
December	Christmas Service project	newspaper feature			
January	Employer/supporter contact	decal			
	Job interview contest	newspaper feature			
February	Vocational Education Week	displays with slide/tape for school and businesses			
March	Promotion speeches	student speeches			
	high school	classes			
	junior high	classes			
April	State Conference	newspaper television			
May	Employer Appreciation Banquet	slide/tape presentation plaques			
June	Scholarship Winner	newspaper news release			

SAMPLE PLAN

Month	Possible PR	Contact Tool	Probable Time	Costs	Student Involvement
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					
August					

Using Community Resources Effectively

6

THE COMMUNITY IS PART OF THE SCHOOL

Every teacher should be part of the community by joining and getting involved in community activities. An active, outstanding chapter effictively uses community resources in all phases of its work. A teacher/advisor must believe the community wants to be involved and then must actively promote student use of the community resources. In doing this, students have greater exposure to realistic experiences and chapter activities are promoted more widely. Awareness of a strong chapter's program through use of community resources can promote greater understanding of how chapter activities are an integral part of the instructional program.

When the community becomes the school, students benefit. In working with community resources, students:

1. Obtain experiences in professional phone contacts, letter writing, introductions, and maintaining files.
2. Have the opportunity to carry out ideas through utilization of resources.
3. Have contact with positive decisionmakers.
4. Develop future contacts for jobs.
5. Develop occupational pride.
6. Get parents involved so they can see first-hand positive actions and growth.
7. Establish desirable relationships between students and adults.
8. Have increased opportunity for practicing what is learned in the classroom.
9. Benefit through the contact with the "world of work."
10. ____
11. ____
12. ____

As a teacher/advisor of a strong chapter, keep in mind these hints when working with the community:

1. Be professional, work *through channels*, do your homework, and be persistent.
2. Confirm and re-confirm all dates and times.
3. Supply informative brochures explaining chapter work. Explain how chapter activities are part of the curriculum.
4. Assist in obtaining release time.
5. Send appreciation notes.
6. Think of the little things such as being on time when meeting with them, plan where they are to park, and give them useful information about the students.
7. *Prepare* the students for their contacts with the resources. Also, prepare the resource prople for contacts with students.
8. ____
9. ____
10. ____

HOW ARE COMMUNITY RESOURCES USED?

When planning chapter/class activities, consider areas when the use of community resources would provide for educational experiences that would be effective, efficient, informative, and recognized. Suggestions follow as to how to use resources people.

1. **Classroom**
   * speak to members at the beginning of the year (informational, discuss expectations in the job world, discuss what the chapter or organizational work has meant)
   * give up-to-date factual information through talks, demonstrations and panel discussions
   * be interviewed about jobs and career planning
   * obtain pamphlets, visuals and safety materials
   * ______________________________

     ____

2. **Chapter**
   * take part in clinics or workshops — leadership, current events, social problems
   * help with career days and other events, especially in getting involvement of industry, labor, and business leaders
   * assist in suggesting and arranging field trip places, tours, and special programs
   * ______________________________

     ____

3. **Program**
   * serve on program advisory committees
   * evaluate chapter, instructional, and work experience program
   * provide facilities and jobs for occupational experiences
   * ______________________________

     ____

4. **Skills Shops - Competitive Events - Classroom Exercises**
   * assist in selecting award winners
   * provide financial support
   * assist in collecting materials and equipment
   * give advice on improving and conducting events
   * provide facilities for the events
   * help coach members in event participation
   * ______________________________

     ____

5. **Public Relations**
   * help introduce chapter work to schools without chapters and to businesses unfamiliar with the program
   * assist in public relations efforts
   * hand out leaflets and brochures about program to others in the community
   * ______________________________

     ____

6. **Sponsorship**
   * provide recognitions
   * help establish scholarship and award funds
   * provide financial help to leadership conferences and to other state and national meetings
   * ______________________________

     ____

7. **Additional Involvement**
   * be chaperones and drivers
   * be clients for fund raising efforts
   * provide places for displays, fund raising activities, social events, conferences, extended laboratory instruction, etc.
   * for additional ideas, see Chapter 5
   * ______________________________

     ____

8. **Projects**
   * be idea people for service projects
   * be recipients of service project activities
   * ______________________________

     ____

WHAT RESOURCES DO I CONSIDER?

Three concrete ways to mobilize community resources and to get support would be through organizing an alumni group, an advisory committee, and a parent booster club. Keep in mind that one resource person may wear many resource hats; for example be a parent, be an organization member, and be associated with a career area important to the chapter. When contacting organizations, ask if they have an educational committee. If so, find out who the chairman is.

The following are some examples of resources to consider:

1. **former students and members**
2. **school personnel**
    - School Board
    - administrators
    - guidance counselors
    - teachers
    - food service workers
    - secretaries
    - custodians
3. **parents**
4. **advisory committee members**
5. **local businessmen, businesswomen and organizations**
    - Chamber of Commerce
    - YMCA and YWCA
    - Salvation Army
    - United Fund
    - March of Dimes
    - Heart Foundation
    - Kiwanis
    - Rotary
    - Lions' Club
    - Jaycees
    - Labor Unions
    - Real Estate Board
    - Professional Roundtables
    - Business & Professional Women
    - American Association of University Women
    - League of Women Voters
    - Junior Women's Club
    - Junior League
    - Garden Club
    - Toastmasters and Toastmistresses
    - Better Business Bureau
    - Consumer Organizations
6. **state and federal government agencies**
    - office of education
    - employment office
    - civil service commission
    - social security office
    - children and family services department
    - conservation department
    - environmental protection agency
    - mental health board
    - legal assistance agencies
    - park district
7. **community resources**
    - hospitals
    - nursing homes
    - community library
    - colleges
    - churches
8. **professional organizations**
    - American Vocational Association
    - Illinois Vocational Association
9. **vocational advisors from other schools**
10. ______________________________
11. ______________________________
12. ______________________________

SERVE AND RECOGNIZE THE COMMUNITY IF THEIR SUPPORT IS WANTED

1. **Involve students in civic activities**
   - needy family project
   - "get out the vote" project
   - ushers at civic events
   - community fund drive solicitors
   - provide donations
   - ____________________
   - ____________________
2. **Promote organizational activities within the community**
   - appreciation day
   - clean-up and/or paint-up projects
   - demonstrations and speeches on topics developed in class
   - baby sitting services
   - safety campaigns
   - school/community shoplifting precention program
   - beautification program
   - exhibits, posters
   - ____________________
   - ____________________
3. **Recognize community participation**
   - publicize activities with pictures
   - give certificates of appreciation
   - have an honorary member program
   - select outstanding contributors
   - support them in their projects
   - express appreciation through phone calls, notes or personal contact
   - ____________________
   - ____________________

WHERE TO GO FOR ADDITIONAL HELP

Chapter/advisors benefit by "pooling resources" with advisors from other schools and members of employer organizations. Also, the Illinois Office of Education, Department of Adult, Vocational, and Technical Education has four publications dealing with the effective use of resources. The titles are: 1) *Utilization of Resource People in the Classroom*, 2) *A Guide for Planning, Organizing, and Utilizing Advisory Councils*, 3) *Advisory Council Members*, and 4) *CRU System: A Manual for Community Resources Utilization*. Included in the last bulletin are many forms for better utilization of community resources. Following are three of the forms that are appropriate for chapter use.

SAMPLE CARD FOR FILING RESOURCE DATA

USE: Data from the community resource questionnaires can be recorded on cards for quick retrieval.

(front)

Resource Persons

Subject ______________ Age/Grade Level ______________

Name & title of person to contact ______________

____

Address (home) ______________ Phone ______________

Address (business) ______________ Phone ______________

Best time to contact ______________

How far ahead ______________

Days available ______________ Hrs. available ______________

Occupation ______________

Educational Background ______________

(back)

Previous experience presenting subject to:

Children ______________ Youth ______________ Adults ______________

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

SAMPLE CARD FOR RECORDING FIELD TRIP DATA

USE: Data from the community resource questionnaires can be recorded on cards for quick retrieval.

file heading
Industry

(front)

Name of agency ______________________ Date of contact ______________

Address ____

Telephone ____

Name of contact person ____

Trip suitable for age group ____

Number of persons ____

Instructional materials available ____

____

Time—day/year ____

Time required for tour ____

Special instructions ____

Is first-aid service available ____

(back)

Evaluation by Other Teachers

Name of Teacher	School	Date	Age	Unit	Guide Service Satisfactory Yes	No

Remarks ____

SAMPLE FIELD TRIP INFORMATION SURVEY FORM

USE: To collect necessary information for planning a field trip.

1. Name of institution Address
2. Person to contact Position
3. Maximum number of students allowed
4. Best time to come Time needed for tour
5. Cost of tour (if any) Meal facilities
6. Best route of travel to institution
7. Guide service available
8. List of facilities, equipment, production processes, finished products, services to observe:
9. Exhibits, films, slides, printed materials
10. List of people (salesmen, tradesmen, managers, workers) in the business who may aid in demonstrating or instructing:
11. Objectives of the trip:

12, Safety precautions

13. Detailed plan of trip

CE 010 311

REFERENCES

DISTRIBUTIVE EDUCATIONAL CLUBS OF AMERICA (DECA)

National Publications

1. *Chapter Management Aids Handbook*, 1975
2. *The DECA Handbook*, 1975 Revised Edition.
3. *High School Competitive Events*.

State Publications

4. *Handbook of Distributive Education Clubs of Illinois*, 1971.

FUTURE BUSINESS LEADERS OF AMERICA - PHI BETA LAMBDA (FBLA-PBL)

National Publications

1. *FBLA-PBL Handbook*
6. *Information Packet - FBLA*

State Publications

7. *Illinois PBL State Handbook*
8. *Illinois FBLA Contest Handbook*

FUTURE FARMERS OF AMERICA (FFA)

National Publications

9. *Advisors Teaching Guide of FFA*.
10. *FFA Advisor's Handbook*, 1975.
11. *The New FFA: Chapter Champions, Ideas for Chapter Action*.
12. *The New FFA: Student Performance Objectives*.

State Publications

13. *Chapter Officer Handbook*.

FUTURE HOMEMAKERS OF AMERICA: FHA Chapters & HERO Chapters (FHA-HERO)

National Publications

14. *Chapter Guides, Bylaws*.
15. *Encounter: Personal Growth Through FHA*.
16. *FHA Chapter: Basics of Organizing*.
17. *HERO Chapters: Basics of Organizing*.
18. *HERO PAK Impact: Helps for Job-Oriented Youth Using Program Action Impact*.
19. *Making the HERO Chapter a Part of Home Econcomics Education*.
20. *Report of the National Committee Members' Program Action Impact Projects, 1973-74*.
21. *Up Membership Workbook*, 1975.

OFFICE EDUCATION ASSOCIATION

National Publications

22. *Official Guide*.
23. *Local Chapter Handbook*.
22. *OEA Secondary Competitive Events Guidelines*.
25. *Club Officers Handbook*.

State Publications

16. *IOEA Officers Handbook*.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

National Publications

27. *Achievement Program Guide*.
28. *Directions: A Guide for VICA Club Advisors*.
29. *Leadership Handbook*.
30. *Your VICA Year: Month-by-Month Suggestions for VICA Club Activities*.
31. *Skill Olympics Handbook*.

State Publications

32. *Illinois VICA: Officer's Handbook*.

ILLINOIS OFFICE OF EDUCATION: DEPARTMENT OF ADULT, VOCATIONAL & TECHNICAL EDUCATION

33. *Advisory Council Members*.
34. *CRU System: A Manual for Community Resource Utilization*.
35. *A Guide for Planning, Organizing and Utilizing Advisory Councils*.
36. *P.O.P. Kit 7.3: Integrating Youth Organization Activities Into the Instructional Program*.
37. *Utilization of Resource People in the Classroom*.
38. *Vocational Youth Organizations*.